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*Education and the General Welfare.*<sup>1</sup>—By this title and a subtitle, *A Text-book in School Law, Hygiene, and Management*, Professor Sechrist describes a rather unusual combination of material, presented in a valuable way. The social significance of the school as a part of community life, the provisions for social control and support, including the related topics of child labor and school attendance, are excellently presented. The sections of the book on school hygiene and management constitute a thorough study of the school population in terms of individual differences, physical well-being, and the fundamentals of social and child psychology on which constructive discipline rests. The combination of subject-matter lessens somewhat the impression of unity that the book might present, and the abundance of tabular material is perhaps not given ideal typographic treatment. Nevertheless, the viewpoint, content, and objective treatment mark the volume as a new and valuable type of treatment of school management—one finding its principles in sociology and psychology and utilizing the findings of educational research, without sacrifice of applicability to the everyday problems of the teacher.

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*Sane guidance.*—More and more generally it is accepted that on the high school there rests an only recently realized responsibility for the guidance of its pupils. Whether it results because the typical home has become less efficient in such matters, or because the new high-school population includes great numbers who come from the sort of home that was never able to counsel wisely on life-problems, or because the increasing complexity of the social and industrial environment of the youth of today makes necessary an expert and professional type of advice not so urgent in the past—whatever the reason—there is an emphasis today on moral, vocational, and educational guidance that is new in the list of the school's responsibilities.

Along with the emphasis on the responsibility and with studies intended to prepare counselors, there is coming also a list of books addressed directly to the high-school student and intended to supplement the personal work of the teacher.

Such a book, based on long and intimate relations with high-school and college boys, dealing with very real problems, and couched in a most readable style, is Dean Clark's *The High School Boy and His Problems*.<sup>2</sup> It is concrete in every paragraph, reminiscent, replete with glimpses of real boys facing actual situations. Dean Clark believes that success and happiness in a chosen field are, except in unusual cases, more dependent on character and efficiency which the individual makes for himself than on special aptitudes or exceptional

<sup>1</sup> FRANK K. SECHRIST, *Education and the General Welfare*. New York: Macmillan Co., 1920. Pp. xvii+443. \$1.60.

<sup>2</sup> THOMAS A. CLARK, *The High School Boy and His Problems*. New York: Macmillan Co., 1920. Pp. vii+194.

ability. He seeks to dispel the myth concerning the advantages of the student who works his way through college. But almost as important as is its content is the fact that it promises to win a reading from the high-school boy to whom it is addressed.

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*Mathematics in the junior high school.*<sup>1</sup>—The first book in this series is a course in arithmetical calculation. It contains a wealth of business applications and the simple elements of bookkeeping, but omits much of the customary business arithmetic that the pupil cannot understand and for which he sees no real need. The graph and some work in formulas are introduced.

Mensurational arithmetic is the basis of the second course. The usual formulas are developed. There is much construction work with ruler and compass. Relations between angles in polygons and in parallel lines are worked out. Such material is not only concrete but interesting and valuable to the pupil. Although it is for the most part a geometry, the book contains some considerable practice work in arithmetic. Algebraic processes are also introduced with the study of formulas.

The third book is largely algebra, with the geometry used to illustrate the processes, and some trigonometry in applications. The last chapter takes up some demonstrative geometry with complete proofs of several theorems to prepare the way for future logical geometry.<sup>2</sup>

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*Ninth-year mathematics.*—The course of study submitted by the authors of a recent textbook in mathematics<sup>3</sup> is based upon the assumption that the mathematics of the ninth grade will be the last year required. Hence, they aim to include "all the fundamental mathematical notions" which can be taught in one school year and to the children of that grade of maturity. They have included the use of letters to represent numbers, the use of the simple equation, the construction and evaluation of formulas, the finding of unknown distances, tables and graphs, because of the "social worth." In eliminating a large amount of meaningless manipulations, such as is usually found in courses in algebra, they hope to increase the "training value" by substituting for this work a large amount of problem solving.

Among the special features of the course are careful explanations, timed practice exercises, and a chapter on statistical tables and graphs.

<sup>1</sup> MARIE GUGLE, *Modern Junior Mathematics*. New York: Gregg Publishing Co., 1919. A series of three books for the seventh, eighth, and ninth grades.

<sup>2</sup> This and the following reviews were contributed by E. R. Breslich, University High School, University of Chicago.

<sup>3</sup> HAROLD O. RUGG and JOHN R. CLARK, *Fundamentals of High School Mathematics*. Yonkers-on-the-Hudson, New York: World Book Co., 1919. Pp. xv+368.